

SRO

STATE SCHOOL REFORM/REDESIGN OFFICE
Michigan Department of Technology, Management and Budget

*2015 Cohort
Reform/Redesign Plan
Turnaround Model*

Multicultural Academy

ENTER NAME OF SCHOOL

Multicultural Academy

ENTER NAME OF DISTRICT

Turnaround Model

Cohort 2016

Introduction

Schools identified in the bottom 5 percent of public schools in the State of Michigan are required to submit a Reform/Redesign (RR) plan to the State School Reform Officer. MCL 380.1280c (2) requires the plan to be submitted within **90 days** after being placed under the supervision of the State School Reform/Redesign Officer. The RR plan should be developed to be implemented for three consecutive school years after the initial planning year.

Directions

- Use MS Word to draft and edit each item, a maximum of 325 words are allowed per item, cut and paste the text into the fillable form fields for each requirement.
- Provide a copy of any addendums to collective bargaining agreements necessary to implement the plan.
- Acquire the signature on the final page before submitting.
- Complete all requirements and submit by **Monday, May 1, 2017** to the State School Reform Redesign Office (SRO) at DTMB-SROplans@michigan.gov.
- Questions can be directed to Jill Baynes, Office Coordinator, at (517) 284-6972 or baynesj@michigan.gov.

ART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of your Reform/Redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Elizabeth Parks, building administrator, eparks@macademyk8.com

Terry Farha, Universal Management Company, LLC General Manager, tfarha@umcesp.com

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your Reform/Redesign plan that are intended to change teaching and learning *in ways that promote student growth* in your school. State what data were used to identify these ideas.

1. We have started to implement Lexia Reading Core 5. This program will provide students with differentiated literacy instruction. Although the program is designed for students in grades Pre-kindergarten – 5, we believe that our middle school students will also benefit from this program. Many of our students are English Language Learners and this will help them with learning the language. We also have students whose skills are far below grade level. This will give them instruction in skills they will need to have acquired for proficiency in standardized assessments. Lexia is a research based program that provides explicit, systematic, personalized learning in the six areas of reading instruction (Phonemic Awareness, Phonics Instruction, Vocabulary, Fluency, Comprehension, and Writing). The program targets skill gaps, and provides teachers with the data and student specific resources needed for individual or small group instruction

2. Multi-Tier System of Supports (MTSS) is an integrated, multi-tiered system of instruction, assessment, and intervention. It is designed to meet the achievement needs of all learners. This support system will be used in all grades K-8 in both reading and mathematics, and is designed to meet the needs of all learners.

3. NWEA assessment data will be used to drive all instruction in mathematics and reading. This data will also be used to place students in Tier 1, Tier 2, and Tier 3 in MTSS. Classroom teachers will use individual student reports to group students with like needs for small group instruction or individualized instruction.

The use of these three programs will help student gain more than a year’s progress during one year of instruction thus help achieve closing our achievement gap.

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken the following actions:

- (a) a new principal has been hired that has turnaround competencies, **or**
- (b) the current principal has turnaround competencies, **or**
- (c) a principal with turnaround competencies will be hired before the end of the planning year

Indicator 1B: In your response, describe how the district will increase leadership capacity.

1A The district hired a new principal in January 2016. The new principal has high expectations for herself, staff and students. Multicultural academy has a unique set of student needs based on our cliental.

- Responsibilities of ELL
- Critical thinking
- Data base instruction
- Relationships
- Culture
- Communication

1B Multicultural Academy will increase leadership capacity by having teachers as leaders for our Professional Learning Communities. Teachers will take the lead in our Parental Involvement Nights (Literacy Fair, Curriculum Night, Science Fair, Multicultural Night, Back to School Bash, etc.) Teacher will create the theme, and take charge of all events surrounding these events. Teachers will also be encouraged to design creative ways to encourage student learning and activities around learning in the building. Some examples may be the School Spelling Bee, Activities for March is Reading Month, events in April for Arabic Month.

Requirement #2: The district uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environments to meet the needs of students.

Indicator 2A: In your response, detail the collaborative process used to create a teacher and leader evaluation plan and explain how the evaluation includes student growth as a significant factor (25% for 2017-2018, 40% by 2018-2019) of educator evaluations.

Indicator 2B: Also, detail the districts process to screen existing staff and criteria used to rehire no more than 50% of staff and select new staff.

2A.The Academy adopted the Danielson Model for staff evaluation and the building administrator and UMC General Manager went to training. The School Advance Administrator Evaluation System will also be used and the building administrator and UMC General Manager attended a two day workshop February 20-21, 2017. During School Improvement Team meetings the Danielson Framework was reviewed and discussed. Teacher walkthrough observations are based on the rubric. The rubric will account for 75% of the evaluation and NWEA student growth will account for 25% in the 2016-2017 school year. Teacher must attain NWEA projected growth in both reading and mathematics to attain the full 25%.

In the 2017-2018 NWEA growth of students will account for 30% of the teacher evaluations and in the 2018-2019 the student growth will account for 40% of the teacher evaluations.

2B. The existing staff are trained on the Danielson Model and informal and formal evaluations take place annually. The outcome of the evaluations are used to determine to rehire existing staff.

Requirement #3: The district will implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions designed to recruit, assign, and retain staff to meet the needs of students in a transformational school.

Indicator 3A: In your response, identify the strategies that will be used to recruit staff based on student needs.

Indicator 3B: In your response, identify the strategies that will be used to assign staff based on student needs

Indicator 3C: In your response, identify the strategies that will be used to retain staff based on student needs.

3A. Multicultural Academy is in the process of applying to recruit teachers at the Eastern Michigan University, the University of Michigan teacher job fairs, and the Michigan Associate of Public School Academies job fairs. We will be focusing our attention of hiring teachers who have some English Language Learners experience, teacher who understand how to differentiate instruction and teach in small groups, and have a desire to close the achievement gap. Candidates are desired to have some knowledge of restorative practices for student behavior. Teachers with training in urban setting is preferred.

3B. As a low performing school, teachers will be assigned to classrooms based on the needs of our students, and by ensuring that all teachers have knowledge or training in Sheltered Instruction Observation Protocol (SIOP). 60% of our student population are English Learners, many have only been in the country for less than one year. Teachers must have skills in center based instruction, differentiated instruction, and the ability to read data to drive instruction. The Academy assesses students on NWEA. This program or tool provides specific data in both Reading and Mathematics, and which skills are lacking. Teachers must possess the ability to use this data along with classroom assessments to drive instruction.

3C. Multicultural Academy historically has been a transient community for both teachers and students. We are currently working on building more of a learning culture, and positive behavior in our school. We plan to offer teacher a monetary stipend for meeting expected student growth. This year teachers have been encouraged to lead Professional Learning Community in specific areas that will meet the needs of all teachers and/or learners. Teachers will be asked to run specific parent/curriculum nights (Science Fair, Literacy night, Math Night, Multicultural Night, etc.) Staff will also be encouraged to lead whole community assemblies based on character traits.

Staff will be able to come to School Board meeting and share some of the learning that is taking place in their classrooms.

We are looking into retirement incentives for our staff. Staff can acquire up to 8 personal days off during the school year. We offer medical insurance and a life insurance policy to our teachers. There is professional development for teachers for at least one week, sometimes two weeks before school begins in the fall, and ongoing PD during the school year.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #4: The district provides staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with staff to ensure staff can facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Indicator 4: In your response, describe how the school's plan for professional development reflects the "Big Ideas", is ongoing, high-quality, job-embedded and aligned to the instructional program.

The staff at Multicultural Academy will be trained to use Lexia Core 5. This research based computerized program provides teachers with individualized student data targeting skill gaps as they emerge, and providing teachers with the data and student specific resources needed for individual or small group

instruction. Each student has a recommended tie students should be working in the program weekly. Lexia will be a part of the Daily 5 rotation. Teachers will monitor the reports weekly, providing any lesson in areas of deficiency.

Although Lexia is a K-5 program, our middle school students who are performing below grade level will also benefit from this program. This will help building their skills and in many cases will help our English Language Learners with language acquisition.

Teachers have received some Northwest Evaluation Association (NWEA) training along with training on how to use the Measures of Academic Progress (MAP). The researched based evaluation provides teachers with data where student's strengths and weakness are in specific areas of Reading and Mathematics. Professional Development has been given to teachers on how to read and provide instruction based on the data. This data along with formative and summative assessments in the classroom gives us the data we need to place students in our Multi-tiered Systems of Support. Teachers meet with administration at least three time per year to review data and plan how to raise achievement with small groups and differentiated instruction.

This data will also be used to place students into our MTSS program. The MTSS staff will progress monitor students achievement, and meet with teachers regularly. The goal is to exit students out of the program, but they may need to move throughout the tiers to gain the skills necessary before proficiency is attained.

Requirement #5: The district has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA, SEA, or hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Indicator 5: In your response, detail how the new governance structure will assist with the building turnaround process, share information, and remove barriers to the implementation of the RR plan. A new School Improvement Team (SIT) was assembled in January 2016. All grade levels are represented, and a few parents were part of the team. This winter we added a student to our team. All professional programs must be approved by the SIT. This includes but not limited to Professional Development, school goals, objectives, strategies, and activities. The team will be part of the implementation and how it will be assessed. Principal will conduct walk thru observation to ensure programs are being implemented in classrooms with fidelity. Walk thru observation feedback will be provided to the board of education at board meetings.

The school improvement team and school leader will determine how Title One funds are to be spend with student achievement as our goal. The school leader will monitor budget on a continuous basis.

Requirement #6: The district uses data to identify and implement an instructional program(s) that is research based and vertically aligned from one grade to the next, as well as aligned with State academic standards.

Indicator 6: In your response, detail the process the school used to select an instructional program through a diagnostic process that uses data to identify and implement an instructional program that is research based, and aligned from grade to grade, as well as State academic standards.

Lexia Core 5 is a program that meets the needs of the learners at Multicultural Academy. Lexia Reading® Core5 provides our students with a systematic yet personalized learning experience in Reading. The program is aligned to the Common Core State Standards. Lexia is a research and technology based program and our teachers have committed to use this program on an ongoing basis. This program provides individual action plans, lessons, and skill builders to differentiate instruction.

Multicultural Academy has a large ELL population (over 50%) Many of our students are first year immigrants (about 44% of our EL population). This program aids our English Learners with language acquisition, as well instruction in reading.

We are also a Title one school with 90% of our students' receiving free and reduced lunch. Many of our underprovided students are lacking in the reading skills necessary to make them attain a proficiency status in achievement. This program will aid not only our K-5 program, but our middle school students who are reading below grade level. Students' progress through the program as they attain the skills necessary. If a student does not meet mastery in a specific area, teacher directed lessons are recommended and posted on the teacher page before the student can advance to the next level.

Although Lexia is a Reading program it will also aid our students in Social Studies, Science, and Mathematics. Learning to read is a skill necessary component for our students' to read to learn. If students cannot read grade level or difficult materials, they will not be able to read or comprehend Science, or Social Studies materials. This may also be true during Mathematics' lessons where a student cannot read directions or read and solve story problems.

Requirement #7: The district promotes the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction in order to meet the academic needs of students.

Indicator 7: In your response, describe how the school promotes expectations for regular and ongoing building-wide use of data to differentiate instruction

Multicultural Academy students will be assessed using NWEA three times per year (Fall, Winter, and Spring). MAP data is gathered after each test cycle and data drops are conducted with each teacher individually. This data, along with any summative or formative classroom data will be used to place students in small group instruction for differentiated instruction and Multi-Tier System for support to help close the achievement gap.

All Pre-and Post-unit data is reviewed by the teachers. Students not mastering standards will be given small group instructions. Unit assessments and standards assessments are conducted on an ongoing basis.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: The district establishes schedules and implements strategies that provide increased learning time.

Indicator 8A: In your response, describe the district's plan to increase core instruction by:

- (a) adding additional minutes/hours/days in instruction for all core academic subjects, **or**
- (b) redesigning the current schedule to provide additional student learning time
- (c) identifying how much time has been allocated

There were 15 minutes added to the school schedule for the 2016-2017 school year. This time was added to the beginning of day, to accumulate 45 hours a school year. This time is to be used for additional instructions using the Daily 5/Daily 3 format for instruction. This provides differentiated instruction, reading, writing, vocabulary, and enrichment. The use of adding these components to all content areas will help with subject mastery and closing the achievement gap.

Indicator 8B: In your response, describe the district's plan to ensure enrichment activities will be available for all students by:

- (a) adding additional minutes/hours/days in for enrichment activities, **or**
- (b) redesigning the current schedule to provide additional time for enrichment activities
- (c) identifying how much time has been allocated

Enrichment programs are built into Daily 3 (Mathematics) and Daily 5 (English Language Arts) programs. During these blocks of instruction, teachers differentiated instruction. Students who have not mastered skills will be given extra support and those who have mastered standards will be given enrichment activities to ensure the growth of all students. The Daily 5/3 format is sometime used in Social Studies and Science which will also provide time for support and enrichment activities.

Indicator 8C: In your response, describe the district's plan to offer increased collaboration time for teachers by:

- (a) adding additional minutes/hours/days in for collaboration time, **or**
- (b) redesigning the current schedule to provide additional collaboration time
- (c) identifying how much time has been allocated

At the beginning of the year during Professional Development collaboration time was worked into the schedule. Teachers met in groups by content and by grades taught. There are three Professional Learning Communities per month are conducted after school for all teachers. Most often these are led by teachers. During this time teachers may be asked to work in groups of early elementary, elementary, and later elementary (currently our staff consist two kindergarten teachers, one seven-eight split, and one teachers per grade level for the rest of the staff. We also have two special teachers and a Title III). During the school year we offer three full days of professional learning and two half days. This is about 1800 minutes of PLC learning. Teacher collaboration and review of data will help support each other's practice in the classroom. This will also give teachers of example of successful teaching and learning which will help student's mastery of content and closing the achievement gap.

Requirement #9: The district provides appropriate social, emotional, and community services that support students.

Indicator 9: In your response, describe the strategies the school will implement to provide social, emotional and community services to meet student needs.

Multicultural Academy is in the process of partnering with a few of our community agencies. We are working with Pittsfield Township Public Safety Department. Richie Coleman has come to the school to present an anti-bullying campaign to our students.

We also are working with the Jewish Family Services (JFS). This year our enrollment increased with many Syrian refugees. Jewish Family Services has come to the school to provide our staff with Professional Development concerning refugees.

The Ann Arbor Public Library (AAPL) attended a few of our parent events with a table explain some of the free services, including homework help that is offered to students. Our second grade class was offered a trip to the main library (paid for by the AAPL), with a follow up in the classroom. They will also be coming to our school on Literacy night to offer information about upcoming events and services the AAPL will be offering. Their Summer Reading Program incentives will be given and information about the importance of reading throughout the summer months.

The school has a part-time Social Worker. Parents must consent to services.

All elementary students went to the Pittsfield Township Fire Department in the fall to learn about fire safety. They also will be at the school during Career Day to offer information on fire safety to our students.

Old National Bank has come to our school to offer some limited financial literacy to parents. A representative from the bank came to the school and taught the fifth grade class how to balance a check book.

Michigan Dental Outreach is a mobile dentist that comes to Multicultural Academy two times per year. They come once in the fall and again in the spring.

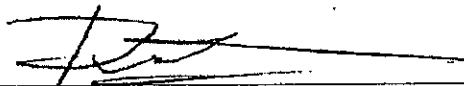
Washtenaw County Health Services/Public Health Hearing-Vision Screening Programs come to the school every spring

SIGNATURE PAGE

DISTRICT Multicultural Academy

SCHOOL Multicultural Academy

The redesign plan was written with input from the local teacher bargaining unit and the local superintendent; and is signed by the School Board President or President of the Board of Directors.



3-30-17

Signature of School Board President or President of Board of Directors

Date

KHALIL SAMAHA

Printed Name of School Board President or President of Board of Directors

DRKSAMAH@USA.NET

Email of School Board President or President of Board of Directors

734-677-0932

Phone Number of School Board President or President of Board of Directors

☐ An addendum is necessary for the implementation of the selected intervention model.

Attach an executed addendum for each applicable collective bargaining agreement.

☒ An addendum is not necessary for the implementation of the selected intervention model.